

Year <u>2007-2008</u>	Paper <u>PS1 931</u>	Grade Level <u>9</u>	Score <u>4</u>
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TRAITS	Scores			
	4	3	2	1
Ideas	X			
Organization	X			
Voice	X			
Word Choice	X			
Fluency	X			
Conventions	X			

Ideas	Ideas are focused and build the reader's understanding of the topic. "...transportation has evolved over the ages! It began walking, lead to horse and carriage, and has ended up with the motorized vehicles we know today."
Organization	Engaging introduction: leads the reader through the history of transportation. Transitions are logical and move the reader through the paper: "To wrap up my essay..."
Voice	The writer demonstrates a knowledge and an awareness of their audience: "In Idaho, it's plain to see that those who work with youth...." " Author connects the prompt to life in Idaho and links this paper to the rural settings of Idaho: "...any five-year-old could have gotten on his pony and cantered off and away. Now, in Idaho..."
Word Choice	Uses the word effectively to paint a picture for the reader: "As our transportation has become more complex, so have our rules and regulations surrounding them."
Fluency	Consistent, strong and varied structures are evident within the paper: " While the road may be a dangerous place, I believe that many of today's teen are mature enough..."
Conventions	Errors are minimal and do not detract from the overall understanding of the paper: "carriage"
Comments	Demonstrates an above grade level performance on this day.

Year <u>2007-2008</u>	Paper <u>PS1 924</u>	Grade Level <u>9</u>	Score <u>3</u>
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TRAITS	Scores			
	4	3	2	1
Ideas		X		
Organization		X		
Voice	X			
Word Choice		X		
Fluency		X		
Conventions		X		

Ideas	Clearly developed with supporting details. A clear thesis with paragraphs following the blueprint. “...not having to have your mother drive you everywhere, having a social life, and being able to be trusted.”
Organization	Follows the five paragraph formula. Strong transitions.
Voice	Strong voice throughout the entire essay. “We don’t want that for america’s youth, do we?; emotionally tender”
Word Choice	Deliberate use of words and sounds. “luxuries; typical teenage stereotype”
Fluency	Control of varied sentence constructions evident throughout the paper.
Conventions	Few to no grammar errors. Correct comma usage.
Comments	Although the voice and word choice in this paper is clearly strong for a ninth grader, this paper has more in common with the three designation on the rubric.

Year <u>2007-2008</u>	Paper <u>PS1 905</u>	Grade Level <u>9</u>	Score <u>2</u>
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TRAITS	Scores			
	4	3	2	1
Ideas			X	
Organization			X	
Voice			X	
Word Choice			X	
Fluency			X	
Conventions			X	

Ideas	The author has three basic ideas which are not developed. The relevancy of ideas is not always clear.
Organization	Organization is apparent, but rudimentary.
Voice	The author is able to clearly relate his experiences with the prompt.
Word Choice	Word choice is limited and simplistic.
Fluency	Awkward sentence construction. Sentences do not flow one to another.
Conventions	Many spelling errors (reson, wher). Some internal punctuation is apparent, but there are many run-ons and no indication of paragraphing.
Comments	

Year <u>2007-2008</u>	Paper <u>PS1 977</u>	Grade Level <u>9</u>	Score <u>1</u>
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TRAITS	Scores			
	4	3	2	1
Ideas				X
Organization				X
Voice				X
Word Choice			X	
Fluency				X
Conventions				X

Ideas	Response is attempted. Paper lacks focus and details. Ideas are unclear.
Organization	Control of organization is limited; one paragraph, three sentences.
Voice	Lacks voice.
Word Choice	Word choice is limited. Occasional use of grade level words (appropriate, responsibility, violate, surrounding)
Fluency	Lacks control and fluency; difficult to follow, rambles.
Conventions	Little use of punctuation. Run-on sentences. One paragraph.
Comments	The writer lacks an understanding of expository writing.